DOCUMENT RESUME

ED 224 912 CE 034 648

AUTHOR Iverson, Alice
TITLE Suggested Curriculum Guide for Slipcover Construction.
INSTITUTION Madison Area Technical Coll., Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE 82
NOTE 46p.; For related documents see CE 034 642-649.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Programs; *Adult Vocational Education; Behavioral Objectives; Curriculum Guides; *Furniture; *Home Furnishings; Job Analysis; Job Skills; Learning Activities; *Occupational Home Economics; *Sewing Instruction
IDENTIFIERS *Upholsterers

ABSTRACT

This curriculum guide for slipcover construction is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, and tasks list for slipcover construction). A suggested curriculum guide is then provided for slipcover construction. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Final Report of Project
No. 04-417-150-312

Curriculum Development for Code 30 Programs in Home Furnishings Services

Dec. 15, 1981 - June 30, 1982

The project was funded through Research Turnback Monies under Vocational Education Act, Section 131.

The project was cooperatively conducted by Wisconsin Board of Vocational, Technical and Adult Education and Madison Area Technical College staff. Other districts participating were: Blackhawk Technical Institute, Southwest Wisconsin Technical Institute, Waukesha County Technical Institute and Fox Valley Technical Institute.

Carol Swiggum
Project Director

FORWARD

This publication is one of four suggested curriculum guides developed to aid the setting up of either Code 30 or adult vocational programs in the designated Home Furnishings areas: Window Treatment and Rod Installations, Slipcover Construction, Furniture Renovation (Refinishing and Reupholstering) and Entrepreneurship.

With each curriculum guide, there is a separate Resource Book containing illustrative and informative materials for teaching. The word RESOURCE is identified in all capital letters in the curriculum guide. Pages are listed.

In the curriculum guide, the word RESOURCE is identified in capital letters, and the pages from the Resource Book are listed. These materials may be reprinted for classroom use.

ACKNOWLEDGEMENTS

Special appreciation is extended to the following coordinators, consultants and post-secondary instructors for their efforts in the development of this curriculum for the home furnishings service programs.

PROJECT DIRECTOR

Carol Swiggum
Instructor
Madison Area Technical College
Madison, Wisconsin

CONSULTANT AND COORDINATOR

Helen Scheve
Home Economics Consultant
Wisc. Board of Vocational,
Technical & Adult Education
Madison, Wisconsin

Phyllis Schwebke
Home Economics Chairperson
Madison Area Technical College
Madison, Wisconsin

CURRICULUM WRITERS

FURNITURE RENOVATION (REFINISHING AND REUPHOLSTERING)

Diane Barton
Home Economics Coordinator
Southwest Wisc. Technical Institute
Fennimore, Wisconsin

Jay Robinson
Instructor
Southwest Wisc. Technical Institute
Fennimore, Wisconsin

SLIPCOVER CONSTRUCTION

Alice Iverson
Instructor
Waukesha County Technical Institute
Pewaukee, Wisconsin

ENTREPRENEURSHIP

Mary Schmolesky
Instructor
Madison Area Technical College
Madison, Wisconsin

ROD INSTALLATION

Gladys Olson
Home Economics Chairperson
Blackhawk Vocational-Technical Institute
Beloit, Wisconsin

WINDOW TREATMENTS

Carol Swiggum
Instructor
Madison Area Technical College
Madison, Wisconsin

RESOURCE PERSON

Jean Carlson
Home Economics Consultant
Wisc. Board of Vocational, Technical & Adult Education
Madison, Wisconsin

Robert Martin
Div. Supervisor Home and Consumer Sciences
Fox Valley Technical Institute
Appleton, Wisconsin

Materials received from the following schools were used in the development of the curriculum and resource book.

Blackhawk Technical Institute
Gateway Technical Institute
Madison Area Technical College
Southwest Wisconsin Technical Institute
Waukesha County Technical Institute

Special thanks to the typists Anne Zimmerman, Luanne Storley, and Mary Jane Zummo.

TABLE OF CONTENTS

FORWARD i

ACKNOWLEDGEMENTS ii

INTRODUCTION

PURPOSE OF PROJECT 1

PROCEDURE FOR CURRICULUM DEVELOPMENT 2

SURVEY

INTRODUCTORY LETTER 4

INSTRUCTION SHEET 5

INFORMATION SHEET 6

TASKS LIST - SLIPCOVER CONSTRUCTION 7

TASKS/COMPETENCIES TO BE ACHIEVED 10

SUGGESTED CURRICULUM GUIDE

SLIPCOVER CONSTRUCTION 11

SLIPCOVER BIBLIOGRAPHY 24

PURPOSE OF THE PROJECT

Present Status of Programs.

In some districts the Home Furnishings Services one-year programs are having difficulty attracting sufficient enrollment to continue on a cost effective basis. These district advisory committees have indicated the need for restructuring curriculum into shorter, more intensified Code 30 programs to fill the occupational needs following the discontinuance of the Home Furnishings Service Program.

Purpose and Intent.

Purpose of this project was to develop short-term Home Furnishings Skills Program Curriculum. The implementation of the curriculum will train workers in the following Home Furnishings related occupations: Drapery Maker, Slipcover Maker, and Furniture Renovator.

There is a declared need by industry for skilled workers to be employed as Drapery Makers, Slipcover Makers and Furniture Renovators in the home furnishing and interior design industry. The skilled workers may be employed in workrooms of business operations, i.e. drapery shops, upholstery shops or they may be involved in entrepreneurship. The latter training could enable the displaced homemaker, the mother or father in the family, or the single parent to operate a small business and also enable one to care for the family.

The development of curriculum guides will aid any district state-wide in setting up either Code 30 or adult vocational programs in designated areas. Suggested titles for these Code 30 programs are Slipcovering Occupation, Furniture Restoration Occupation and Window Treatment Occupation.

PROCEDURE FOR CURRICULUM DEVELOPMENT

1. Wisconsin State Board Home Economics Consultant contacted staff from various districts to assist in the development of the curriculum.

   A project director was chosen as were curriculum writers in the following areas:
   - Furniture Renovation (Refinishing & Reupholstery)
   - Slipcover Construction
   - Window Treatments
   - Rod Installation
   - Entrepreneurship

2. Lists of employers and past graduates were obtained from the four participating districts.

3. The project director compiled three separate questionnaire surveys of performance tasks related to the areas: Furniture Renovating (Reupholstery and Refinishing); Drapery Construction and Window Treatments (including rod installation); and Slipcover Construction. All three questionnaires contained tasks associated with Entrepreneurship. The questionnaire was patterned after the Iowa's "Identification of Tasks in Home Economics Related Occupations."

   Each survey contained a checklist of tasks indicating the tasks performed in a particular job and the frequency of performance. A general information sheet was included to learn the characteristics of people involved in these occupations. Space was provided for respondents to list additional job tasks they performed. Refer to pages 4-10.

4. The number of questionnaire surveys sent out and the number returned is given below:

	Sent Out	Returned
Window Treatments (including rod installation)	26	9
Furniture Renovation	30	8
Slipcover Construction	7	2

Since this is a developing area, the number of participants to be surveyed was limited.

The rate of return of surveys appeared to be related to present status of economy, particularly in some districts.

5. The data findings of the surveys returned is recorded on the survey on pages 7-10. It states the number of respondents that performed a particular task daily, once a week, once a month, once a year, or never.

   The data findings showed a trend for workers in these home furnishings areas to be largely of the over 35 age group. The individuals engaged in these occupations were self-employed or worked with less than two employees. A large percentage had received their training at adult education classes or vocational school.

   The tasks performed by the individuals depended on the size of the business. In a smaller business (under three workers), the employee or self-employed person performed all the tasks of construction. In a larger business (10 or more workers), the employee did particular jobs such as cutter, sewer, etc.; but some moved around and performed different jobs at various times.

   Construction tasks were most frequently performed by the self-employed and employee of the larger business.

   Routine business tasks were performed by the self-employed, the boss or by a person specifically assigned to only that aspect.

6. Consultants, co-ordinators, project director, and instructors working on the project collected resource materials from educational institutions and other sources. The materials were distributed to the designated curriculum writers.

7. A format for the curriculum was developed. There were three columns. In the first column the tasks a worker in the particular occupation would need to perform were stated. The tasks stated on survey questionnaire were to be used as a guide.

   In the second column, the learnings the worker must comprehend in order to perform the task were stated.

   The last column was to be comprised of learning activities and resources that the teacher or student would do to provide learning or to learn the task. Resources in the form of illustrative and informative guide sheets would be listed here, and included in a separate resource book.

8. A separate bibliography would be at the end of the curriculum guide. It was to include the title, author, publisher (address), [illegible] and synopsis of the resource.

9. A time frame was developed.

10. The project director met with individual curriculum writers. One meeting of all consultants, co-ordinators and curriculum writers was scheduled to review the suggested curriculum guides.

MADISON AREA TECHNICAL COLLEGE
211 NORTH CARROLL STREET, MADISON, WISCONSIN 53703

NORMAN P. MITBY
District Director

January 22, 1982

Dear

The Wisconsin Board of Vocational, Technical and Adult Education has approved a project for Madison Area Technical College to develop curriculum in some of the specialized areas in the Home Furnishings Services one year diploma program. The project will be cooperatively conducted by Madison Area Technical College staff and the Wisconsin Board of Vocational, Technical and Adult Education. Other district schools participating are: Blackhawk Technical Institute, Southwest Wisconsin Technical Institute, Waukesha County Technical Institute, and Fox Valley Technical Institute.

This project has been recommended by advisory committees to the Home Furnishings Services programs throughout the state. There are indications that individuals going into business or employment in these fields need more in-depth training in slip-covers, upholstery, furniture refinishing and restoration, draperies, window treatments and installation.

Some tasks for these jobs have been identified through research studies. We need your assistance to help verify these tasks so that the curriculum which is developed is relevant and meets today's training needs.

We would appreciate your completing the questionnaire and supplying additional suggestions and recommendations. Your response will be held in confidence and will not be identified in the report. We would appreciate receiving your response by February 4, 1982. Enclosed is a self-addressed, stamped envelope.

If you have further questions, please contact:

Carol Swiggum, Project Director	(608)222-6853
Phyllis Schwebke, Home Ec Chairperson	(608)266-5077
Helen Scheve, Home Ec Consultant WBVTAE	(608)266-1700.

We appreciate your cooperation.

Sincerely,

Norman P. Mitby
District Director

11

4

TASKS IN HOME FURNISHINGS RELATED OCCUPATIONS

Instruction Sheet

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these occupations. Please fill in the blanks completely. It is very important that blanks not be left empty. The information will, of course, remain confidential.

The second part of the questionnaire is in the form of a checklist. This list includes many tasks which might be part of the specific job. The list also includes tasks which one may never do. Please read each item very carefully before checking the appropriate column.

If you are performing the specific job (employee or self-employed) check tasks as they apply to you.

If you are an employer of a person in this occupation, check tasks you would expect the employee to perform.

(1) Check column 1 if the task is one which you or employee never do in the job.

(2) Check column 2 if the task is one which you or employee might do at least once a year in the job.

(3) Check column 3 if the task is one which you or employee would do at least once a month in the job.

(4) Check column 4 if the task is one which you or employee would do at least once a week in the job.

(5) Check column 5 if the task is one which you or employee would do every day in the job.

It is important that you check every item on the list. At the end of the checklist, space is provided in which you may list tasks that are a part of your job which we may have omitted in our list; also indicate how often you do these tasks. It is very important to the study that each person identify the tasks he performs that we may have omitted.

Thank you for your time--your cooperation is appreciated.

INFORMATION SHEET

1. Name_____

2. Where employed (business or home)_____

3. Business address_____

4. Type of business_____

5. Size of business - total number of employees_____

6. Your occupation or job title_____

7. Number of employees in your occupation_____

8. Total length of time employed in this occupation_____

9. Age_____ Sex_____

10. Highest grade completed in school (please circle)

6	7	8	9	10	11	12	13	14	15	16
elementary			high school				college			

11. Additional schooling or training (please check)

_____none
_____trade school
_____area college
_____adult education classes
_____other (list)_____

12. On the job training (please check)

_____none
_____short course provided by business
_____observation of another employee in the same occupation
_____instruction in tasks and duties by manager or person in charge
_____other (list)_____

13. Length of training checked in #12 above_____

Slipcover Construction

Tasks for Home Furnishings Related Occupations
CHECK LIST

TASKS	TASKS PERFORMED				
	never 1	once a year 2	once a month 3	once a week 4	daily 5
1. Advise customers on color and type of fabric to use for slipcovers				2	
2. Measure piece of furniture to determine yardage				2	
3. Estimate yardage needed for slipcovering a piece of furniture				2	
4. Measure, drape, and smooth fabric for slipcovers over sections of furniture				2	
5. Determine cutting lines by pinning or marking fabric for slipcovers				2	
6. Cut new slipcover pieces from old ones		1	1		
7. Pin cut pieces together for slipcovers				2	
8. Join slipcover pieces on standard sewing machine			1	1	
9. Join slipcover pieces on industrial sewing machine				2	
10. Cut fabric strips to make piping				2	
11. Construct the piping				2	
12. Stitch piping or welt to seam using standard machine	1			1	
13. Stitch piping or welt to seam using special machine attachment	1			1	
14. Measure width and distance between pleats for slipcovers			2		
15. Fold pleats for slipcovers			2		
16. Stitch pleats on slipcovers by machine			2		
17. Position and sew zipper or tape with fasteners to slipcovers			2		
18. Do necessary hand sewing to close cushions				2	
19. Cover buttons		1	1		
20. Attach buttons to cushions		1	1		
21. Weave or knot yarn to make braid or fringe	2				
22. Attach braid or fringe to slipcover		1	1		
23. Straighten slipcover fabric samples			1	1	
24. Show samples to customers in store	1		1		
25. Show samples to customers in their homes	1		1		
26. Compute cost of fabric from measurements work specifications and type of fabric			1	1	

Slipcover Construction

Tasks for Home Furnishings Related Occupations
CHECK LIST

	TASKS PERFORMED				
	never 1	once a year 2	once a month 3	once a week 4	daily 5
27. Itemize cost of labor in making slipcover			1	1	
28. Record on sales check or contract, total price of making slipcover			1	1	
29. Load, unload and move merchandise to client's home			1	1	
30. Clean sewing machine				2	
31. Read and interpret work order forms				2	
32. Keep workroom clean and orderly				1	1
33. Store supplies and equipment in appropriate places					
34. Keep storage room clean and orderly			1	1	
35. Keep display room clean and orderly		1	1		
36. Keep sample file up to date. Mark current prices and discontinueds		1	1		
37. Organize and file samples			2		
38. Answer telephone, take messages, answer questions				1	1
39. Pack and unpack merchandise			1	1	
40. Do filing and routine office work	1	1			
41. Type invoices (bills)	1	1			
42. Record, mark, and code new merchandise		1	1		
43. Inspect merchandise for damage, both when received and when shipped			1	1	
44. Keep customer records of sales and service		1	1		
45. Order supplies and equipment; type purchase orders			2		
46. Handle customer complaints		1	1		
47. See salesmen (wholesale) who come to show new lines		2			
48. Take inventory		1	1		
49. Check to be sure safety laws and rules are observed in work area			2		
50. Run errands for person in charge	1		1		
51. Allocate/assign work to others in workroom	2				
52. Record amount of time needed for various workroom assignments			1	1	
53. Make daily journal entries	1		1		
54. Do quarterly sales tax calculations and reports			2		

Slipcover Construction

Tasks for Home Furnishings Related Occupations
CHECK LIST

		TASKS PERFORMED				
		never 1	once a year 2	once a month 3	once a week 4	daily 5
55.	Do annual (and if necessary, quarterly estimates) of income tax calculations		2			
56.	Process daily banking receipts			2		
57.	Obtain new or renewed credit	1	1			
58.	Compose profit and loss and balance sheets	2				
59.	Do payroll	2				
60.	Make provisions for return of damaged or flawed goods		2			
61.	Write business letters			2		
62.	Interview prospective employees	2				
63.	Collaborate on advertising layout and content	2				
64.	Attend community businessman's pursuits	2				
65.	Update by reading on new products, developments, seminars			2		
66.	Do bank statement reconciliation			2		

Please list any other tasks you do:

TASKS/COMPETENCIES TO BE ACHIEVED

I. Define a slipcover

II. Identify what types of furniture may be slipcovered

III. Obtain furniture to be slipcovered

IV. Prepare furniture for slipcovering (if necessary)

V. Determine textile fabrics appropriate for slipcovers

VI. Learn the nomenclature of slipcovers

VII. Study color and design considerations

VIII. Measure for slipcover

IX. Assemble tools necessary for slipcovering

X. Operate the sewing machine skillfully

XI. Choose cording, welting or piping for slipcovers

XII. Cover slipcover piping

XIII. Elevate chair to working position

XIV. Determine seam lines for slipcover

XV. Block out slipcover and do preliminary cutting and labeling of fabric

XVI. Determine method of slipcover construction

XVII. Construction of a five piece sectional slipcover.

XVIII. Construction of a one piece non-sectional slipcover

XIX. Construction of a pattern-made slipcover

SUGGESTED CURRICULUM GUIDE

FOR

SLIPCOVER CONSTRUCTION

Tasks	Objectives	Learning Activities/ Resources/Evaluations
I. Define a slipcover	1. Recognize that a slipcover is a furniture cover which may be removed without exposing padding or structure of upholstered furniture.	• Slide presentations • Discussion - seeing and handling actual slipcovers. • Visits to slipcover shops
II. Identify what types of furniture may be slipcovered	1. Recognize that upholstered furniture with springs and other structure in usable condition may be slipcovered. The piece may be new, worn or the outer cover may be torn with padding exposed.	• Slide presentation • Discussion - previous to furniture selection • Visit to slipcover shop
III. Obtain furniture to be slipcovered	1. Identify sources of furniture to be slipcovered A. students' home B. school laboratory C. want ads - write one or answer one D. second-hand outlets	• Discussion among instructor and students • Evaluate the furniture choice of the student
IV. Prepare furniture for slipcovering (if necessary)	1. Recognize the need to: A. dry clean greasy spot B. stretch muslin over worn areas of outer cover C. simplify lines (if desired) 1) fill unnecessary indentations with padding 2) sew with twine D. clean, refinish and/or remove wood trim as desired or necessary	• Slide presentations • Demonstrations by instructor • Student determine appropriate procedure for their furniture choice • RESOURCE, Sunset Book, p. 61 • RESOURCE - IA

Tasks	Objectives	Learning Activities/ Resources/Evaluations
V. Determine textile fabrics appropriate for slipcovers	1. Identify fiber content	· Class discussion
	2. Identify fabric construction: woven - type of weave knit non-woven	· Lecture on fibers, weaves and cleaning methods · Actual handling of various slipcover fabrics
	3. Identify if dyed or printed wash and light fast	· Examine slipcovers in laboratory and at slipcover shops
	4. Identify amount of residual shrinkage	· RESOURCE-Making Home Furnishings, Time Life Books pp. 30-37, Cornell Bulletin, pp. 3-4
	5. Recognize that the above choices will be made depending on how and where the slipcover will be used and the cleaning methods to be used	· Evaluate students choice of slipcover fabric for project
VI. Learn the nomenclature of slipcovers	1. Identify commonly used names for specific parts of a piece of furniture (inside back, outside back, inside arms, outside arms, removable cushion, tight seat, boxing, cording, welting, piping, banding, shaped pieces, wings, deck, spring edge, tuck in, bias, straight grain, etc.)	· Lecture-demonstration using hands-on demo with chair and fabric · Discussion · RESOURCES, pp. 10-15; Sunset Books, pp. 48-50. · Students are to use terms throughout project possible identification test
VII. Study color and design considerations	1. Show awareness of and importance of color and design for slipcovers. Consider: A. slipcover in relation to its surroundings	· Slide lectures · Demonstrate draping fabric on chair · Discuss slides and demonstrations

Tasks	Objectives	Learning Activities/ Resources/Evaluations
VII. Study color and design considerations (cont.)	B. slipcover fabric in relation to the chair (fabric color, fabric design, fabric structure) C. practical considerations (wear, soil)	• RESOURCES, Sunset book - Slipcovers, Bedspreads, pp. 7-20.
VIII. Measure for slipcover	1. List common fabric widths 2. Indicate usual "rough" yardage estimates for each section of a piece of furniture 3. Make precise measurements for each section of a piece of furniture 4. Determine yardage for welting, trims, etc. A. estimates for bias welt covering B. allowances for pattern placement C. allowances for nap of fabric	• Demonstration of rough estimating and precise measuring • Discussion • Evaluate if student purchased correct amount of fabric for project • RESOURCES, pp. 1 & 9-15, Sunset book, pp, 48-51 and Time-Life Book, p. 124
IX. Assemble tools necessary for slipcovering	1. Select the equipment needed: T-pins, heavy duty thread, sewing machine (home or power depending on fabric), pencil, tailor's chalk, seam guage, shears with points that cut, zipper or cording foot	• Hands on familiarity with the tools. Use of actual tools and slides • Students to choose correct tools for project • Possible written test • RESOURCES, Time Life, p. 4; 45
X. Operate the sewing machine skillfully	1. Acquaint oneself with the manipulation of a sewing machine (home and power) A. threading (upper, bobbin)	• Demonstrations • Students do seam samples for evaluation

Tasks	Objectives	Learning Activities/ Resources/Evaluations
Use slipcover tools skillfully	B. straight seam C. fasten ends of thread D. use of cording or zipper foot	• RESOURCES, p. 0 Machine instruction book, other books and magazines
XI. Choose cording, welting or piping for slipcovers	1. Identify various types of piping and select one that is appropriate A. corded cotton - various sizes strong, washable B. corded jute - not washable C. cellulose in casing - washable, various sizes D. polyurethane - firm, trim, hard E. pre-covered piping - narrow seam allowance, check quality of piping cover	• Hands on familiarity through examination of samples. Discussion. • RESOURCES, Time Life Book, pp. 46-53 Local stores, home furnishings laboratory • Evaluate piping student chooses for project
XII. Cover slipcover piping	1. Select the most satisfactory method for covering cording A. on the straight B. continuous bias C. non-continuous bias D. shirred bias	• Demonstration on how to do • Students make samples • RESOURCES, pp. 2-7, Slipcover Cording A Continuous Bias; Time Life p. 6
XIII. Elevate chair to working position	1. Use upholstery horses to raise chair	• Demonstration by instructor
XIV. Determine seam lines for slipcover	1. Determine difference between typical upholstery seam position and slipcover seam position (for tacking, to eliminate easing and darts, aesthetic determinations only). Upholstery seam position determined by tack rails. Slip cover seam position may eliminate easing & darting. It may be purely aesthetic.	• Instructor demonstration • RESOURCES, Sunset Book, pp. 57-64

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XV. Block out slipcover and do preliminary cutting and labeling of fabric	1. Determine the approximate size of each piece by smoothing the yardage into position on the chair A. Pieces are cut without fitting 1) Allow 1" for seams 2) Allow 5" for "tuck-ins" B. Pieces are labeled according to chair position 1) Top of fabric is indicated 2) Center of fabric is indicated	·Demonstration ·RESOURCE, pp. 9-14, Block Cut the Material Other magazine illustrations Time-Life book, pp. 127-129 Handouts
XVI. Determine method of slipcover construction	1. Differentiate among different methods of slipcover construction A. Muslin pattern 1) All mistakes made on material - not to be used 2) Can be used again 3) Final fabric may stretch differently 4) Time and expense B. Inside out pinning 1) Two sides of chair may differ 2) Ease of pinning C. Right side out cutting - seam trimmed accurately and matched with notches 1) for 1/2 of chair only 2) for entire chair D. Right side out pin fitting E. Sectional slipcover 1) Separate piece for each chair section 2 arms, 1 back, 1 seat, 1 cushion } For a chair	·Discussion and demonstration by instructor and/or slipcover professional ·Slides ·RESOURCE, Time-Life book, pp. 130-139; Cornell Bulletin, p. 5

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVI. Determine method of slipcover construction (cont.)	2) Velcroed, zippered, sewn or tacked to chair 3) Easy to handle in cleaning, construction and final use - entire cover does not shift out of position simultaneously 4) Some finishes may be time consuming in construction F. Non-sectional slipcover All pieces are joined together in one large piece. G. Cording as a construction method 1) Can be used, as it is in upholstery to ease out excess fullness 2) Can be used on trim 3) A combination of the two methods	
XVII. Construction of a five piece sectional slipcover. (Right side out pin fitting combined with trimmed and notched seams)	1. Make paper patterns for flat shaped sections of furniture A. Arm fronts B. Side backs C. Wing sides	• Instructor demonstration • Followed by student's actual construction on their project • RESOURCES, p. 15, 15A
	2. Add predetermined seam allowance and cut desired number from fabric.	
	3. Apply cording to pieces if cording is to be used. Stitch cording to these pieces on the top 3 sides, clipping cord seam allowance to the stitching at all curves and corners.	• Instructor demonstration • Slides • RESOURCES, pp. 36-37 Magazines, books, circulars

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVII. Construction of a five-piece sectional slipcover (cont.)		•RESOURCES, pp. 36-37 A Square Corded Cushion Corner A Rounded Corded Cusion Corner Magazines, books, circulars
	4. Make slipcover section for chair arms	•Instructor demonstration
	A. Smooth inside arm to appropriate position on chair	•Students do actual construction
	B. Anchor fabric to chair by pushing T pins in at right angles to surface	•RESOURCES, pp, 8, 41, 45
	C. If outside arm seam is to be corded, anchor pin cord in place. Fullness may be eased out under cord or with darts.	•RESOURCES, pp. 8A
	D. Trim seam accurately and baste to cording.	
	E. Pin outside arm in place and trim seam.	
	F. Notch all seams before removing from chair.	
	G. Stitch inside arm to outside arm.	
	H. Pin front shaped piece to chair arm.	•RESOURCES, 8 B
	I. Pin inside-outside arm to chair.	
	J. Trim front seam accurately, notch and pin.	
	K. Clip to ease tension (if necessary) where arm meets back. If there is a tuck in clipping not necessary clip accurately about 1" apart.	•RESOURCES, 8 C
	L. Pin a stand up facing of 3" wide bias cut fabric across the top of the arm aroumd to meet the outside back of the chair.	

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVII. Construction of a five-piece sectional slipcover (cont.)	M. Notch all seams. Remove and stitch. N. Repeat A-M for second arm. O. Determine placement of and attach velcro or other fasteners at appropriate places on arm covers and on chair P. Turn and stitch or zigzag all raw non-bias, or uncorded edges	
	5. Make slipcover section for chair back A. Anchor slipcover fabric to inside back of chair B. Pin side back shaped pieces to chair C. Trim seam accurately, notch all pieces D. Pin and sew E. Ease out any remaining fullness under cord that extends from the bottom of outside back, over the top of the chair and down the other side. Pin and baste. This fullness may be darted out. F. Cut inside back to inside arm seam to ease tension on fabric. 1) use sharp shears 2) cut tabs at approximately 1" intervals G. Pin cording to inside back to fit snugly around arm of chair and down to seat deck.	• Instructor demonstration • Student's actual construction • Visit professional slipcover shop • RESOURCES, p. 43

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVII. Construction of a five-piece sectional slipcover (cont.)	H. Pin outside back to chair. Trim seam accurately. Notch both outside back and seam allowance of cording. I. Remove outside back from chair and stitch. J. Add 3" bias facing and tuck ins to match those on arms. K. Determine where velcro or other fasteners are needed and apply to back, arms, and chair. L. Wings can be added to back section following similar procedures. M. Hem or zigzag raw or uncorded edges	
	6. Construct front seat section of slipcover A. Smooth and pin fabric to chair B. Trim seams accurately around spring edge. Notch. C. Trim and notch inset around spring edge D. This section may be darted, rather than using inset E. Remove from chair and stitch F. Determine appropriate placement of velcro or other fasteners and apply to front section and to chair G. Turn and stitch or zigzag all raw edges	• Demonstration by instructor • Visit to professional upholsterer • Students construct actual project or sample • RESOURCES, p. 39
	7. Construction of boxed cushion A. Method 1 B. Method 2	• Demonstration by instructor • Evaluate boxed cushion

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVII. Construction of a five-piece sectional slipcover (cont.)	C. Zipper closing 1. Method 1 2. Method 2	• RESOURCES, pp. 16-37 Slides, magazine articles
	8. Construction of skirt-if applicable A. Determine vertical length of skirt B. Determine style of skirt 1. Ruffled 2. Pleated 3. Box pleats at corners only 4. Other C. Join skirt cording to fit chair frame D. Stitch skirt sections to lining, right sides together; turn and press E. Stitch skirt to cording F. Apply velcro or other fasteners to skirt and to slipcover	• Demonstration by instructor • Evaluate construction of skirt for project or construction of sample • RESOURCES, p. 38, The Skirt Slides Sunset book Time-Life books, pp. 137-138
	9. Apply the slipcover to the chair A. Cushion 1) Manual folding 2) Cushion stuffer 3) Straighten seam allowances B. Close cushion 1) Velcro 2) Zipper 3) Upholsterers blind stitch 4) Other C. Movable front section 1) Secure with velcro 2) Hand sewing a. catch stitch b. upholsterer's blind stitch	• Demonstration by instructor • Evaluate application of finished project or sample to chair • RESOURCES, pp. 39-48 Slides

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVII. Construction of a five-piece sectional slipcover (cont.)	D. Arms 1) Place front fitted piece on arm front and straighten seam allowances 2) Pull back to inside back of chair and smooth into place 3) Stand 3" bias facings upright against inside back 4) Tuck in tuck-ins 5) Fasten sides to bottom of chair with velcro or other fasteners E. Back 1) With 3" bias facings turned to inside of cover, pull down over chair back 2) Tuck in tuck-ins 3) Fasten bottom of back to underside of chair with velcro or other fasteners 4) Secure outside back to outside arm with velcro, zipper or other fasteners F. Skirt 1) Slip skirt over legs of chair and secure to chair with velcro or other fasteners G. Tuck ins If tuck ins are not tight, they may be stuffed with slabs of polyurethane foam to keep slipcover from slipping	

Tasks	Objectives	Learning Activities/ Resources/Evaluations
XVIII. Construction of a one piece non-sectional slip cover	1. Construct a five piece sectional slipcover but do not turn raw edges 2. Apply five piece slip cover to chair but do not tuck in facings or tuck ins. A. Determine where tuck-ins and facings will join and notch preparatory to stitching B. Determine where outside back and arms will join and notch prepatory to stitching C. Cut a piece of fabric with tuck ins for chair deck or under the cushion. D. Trim and notch seams where it joins front section E. Notch seams preparatory to stitching where deck meets inside back and arms. F. Remove entire slipcover from chair and stitch 3. Apply completed slipcover to chair and tuck in tuck-ins	• Instructor demonstration • Visit slipcover workroom • Evaluate finished product • RESOURCES Sunset book Time-Life book Cornell Bulletin
XIX. Construction of a pattern-made slipcover	1. Construction of this slipcover is essentially the same but the fitting is done with muslin or similar fabric and the resulting pieces are used as patterns for cutting the actual fabric	• Same as above • RESOURCE, Cornell Bulletin

SLIPCOVERS BIBLIOGRAPHY

1. Making Home Furnishings, Time-Life Books, Division of Time, Inc., 777 Duke Street, Room 204, Alexandria, VA 22314, 1975. (cording, tools, skirts, yardage estimates)

2. Make Your Own Slipcover, S7, Ruth B. Comstock, Distribution Center C, 7 Research Park, Cornell University, Ithaca, NY 14850, $.50. (fabric selection, muslin or pattern-made slipcover)

3. Slipcovers and Bedspreads, Sunset Books, Lane Publishing Co., Willow & Middlefield Roads, Menlo Park, CA 94025, 1979, $4.95. (nomenclature, use in home design)

4. Here's How To Make Sectional Slipcovers, XC-260, Cooperative Extension Service, Distribution Center, Umberger Hall, Kansas State University, Manhattan, KS 66506, $.30.

5. Make A Slipcover, Erma Bamesberger, Special Circular No. 169, Cooperative Extension Service, University of Massachusetts, Amherst, 1956. (five piece sectional)

6. How To Make Slipcovers, The Singer Co. Available through fabric and Singer stores. Singer Company, 141 East Towne Mall, Madison, WI 53714, $1.25.

46